NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

CDC – 301 -13-3880 Career & Innovation Academy of Orange (CIAO) SWP

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE TOWNSHIP PUBLIC SCHOOLS	School: Career and Innovation Academy of Orange (CIAO)
Chief School Administrator: RONALD C. LEE	Address: 123 Cleveland Street Orange, NJ 07050
Chief School Administrator's E-mail: leeronal@orange.k12.nj.us	Grade Levels: 9-12
Title I Contact: Faye Polefka	Principal: Dr. Erica Stewart
Title I Contact E-mail: polefkfa@orange.k12,nj.us	Principal's E-mail: stewarer@orange.k12.nj.us
Title I Contact Phone Number: 973-677-4015 ext 6078	Principal's Phone Number: 973-677-400- EXT 1701

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X❑   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Erica Stewart _____ June 30, 2015__
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____7,559___, which will comprise ___.6_____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Fifth Block	21st century Learning	1-2		2,000.00
Student Advisory Group	Culture and Climate	1-3		1,500.00
The CIAO HOW Family/community Involvement Imitative	Community Engagement and Outreach	1-3		4059.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Kristin Pascale	ELA Teacher	X	X	N/A	
Michael Spillman	CTE Teacher	X	X	N/A	
Gregory Currie	History Teacher	X	X	N/A	
Dr. Erica Stewart	Administration	X	X		
Helen Cagide	SE Teacher	X	X		
Ronald Pearson	Custodian	X	x		
Donald Nicholson	Social Worker		X		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/13/15	CIAO Conference Room	Comprehensive Needs Assessment	X		X	
6/2/15	CIAO Conference Room	Schoolwide Plan Development	X		X	
6/8/15	CIAO Conference Room	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	- C.I.A.O, in collaboration with all stakeholders is responsible for promoting the academic, social, emotional, and personal success of all students. - With a commitment to academic excellence, CIAO will equip students with the tools to meet their full potential. - C.I.A.O serves all students, acknowledging their unique backgrounds, cultural perspectives, and learning styles. - C.I.A.O recognizes that curiosity, discipline, integrity, responsibility, and respect are necessary for success. - C.I.A.O cultivates a community of 21st century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Big Picture was not implemented.**

2. What were the strengths of the implementation process? N/A

3. What implementation challenges and barriers did the school encounter? N/A

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? N/A

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? N/A

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? N/A

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? N/A

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? N/A

9. How did the school structure the interventions? N/A

10. How frequently did students receive instructional interventions? N/A

11. What technologies did the school use to support the program? N/A

12. Did the technology contribute to the success of the program and, if so, how? N/A

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 11	4		Embedded AHSA, afternoon tutorials, Educere, Saturday Credit recovery	Lack of student follow through and tenacity Absence of internal support to monitor and motivate students.
Grade 12	0		Embedded AHSA, afternoon tutorials, Educere, Saturday Credit recovery	Incentive of impending graduation was effective

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 11	10		Embedded AHSA, afternoon tutorials, Educere, Saturday Credit recovery	Lack of student follow through and tenacity. Absence of internal support to monitor and motivate students.
Grade 12	4		Embedded AHSA, afternoon tutorials, Educere, Saturday Credit recovery	Incentive of impending graduation was effective

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9				
Grade 10	0			

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9				
Grade 10	0			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PM tutorials, Educere, Saturday Credit recovery	Partial YES NO	Student Sign-in Logs Educere Student Summary Program Report	25% regularly attended 100% successfully completed coursework Students failed to commit and successfully complete the program
Math	Students with Disabilities	PM tutorials, Educere, Saturday Credit recovery	Partial NO NO	Student Sign-in Logs Educere Student Summary Program Report	25% regularly attended 0% successfully completed coursework Students failed to commit and successfully complete the program
ELA	Homeless	AHSA PM tutorials, Educere, Saturday Credit recovery	YES Partial N/A NO	NJDOE Approval Notification Student Sign-in Logs N/A Program Report	100% acceptance 25% regularly attended N/A Students failed to commit and successfully complete the program
Math	Homeless	AHSA PM tutorials, Educere, Saturday Credit recovery	YES Partial N/A NO	NJDOE Approval Notification Student Sign-in Logs N/A Program Report	100% acceptance 25% regularly attended N/A Students failed to commit and successfully complete the program
ELA	Economically Disadvantaged	AHSA PM tutorials, Educere, Saturday Credit recovery	YES Partial Partial NO	NJDOE Approval Notification Student Sign-in Logs Educere Student Summary Program Report	100% acceptance 50% regularly attended 50% successfully completed coursework Students failed to commit and successfully complete the program

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	AHSA PM tutorials, Educere, Saturday Credit recovery	YES NO NO NO	NJDOE Approval Notification Student Sign-in Logs Educere Student Summary Program Report	100% acceptance 0% regularly attended 0% successfully completed coursework Students failed to commit and successfully complete the program

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Small group instruction Individualized Instruction Modeling Peer coaching PM tutorials Educere Saturday Credit recovery	Yes Yes Yes Partial Partial YES NO	Report card Report Card Student Work Student work Student sign-in logs Student summary report Coordinator's report	Final grade >72% Final grade >72% Final grade >72% 25% with Final grade >72% 25% regularly attend 100% successfully completed Students failed to commit and successfully complete the program
Math	Students with Disabilities	Small group instruction Individualized Instruction Modeling Peer coaching PM tutorials, Educere Saturday Credit recovery	Yes Yes Yes Partial Partial NO NO	Report card Report Card Student Work Student work Student sign-in logs Student summary report Coordinator's report	Final grade >72% Final grade >72% Final grade >72% 50% with Final grade >72% 25% regularly attend 0% successfully completed Students failed to commit and successfully complete the program
ELA	Homeless	Independent Study Counseling Educere	YES YES N/A	Report Card Session Logs and student work	Final Grade > 72%
ELA	Economically Disadvantaged	Small group instruction Individualized	Yes Yes	Report card Report Card	Final grade >72% Final grade >72%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Instruction Modeling Peer coaching PM tutorials Educere Saturday Credit recovery	Yes Partial Partial partial NO	Student Work Student work Student sign-in logs Student summary report Coordinator's report	Final grade >72% 25% with Final grade >72% 25% regularly attend 50% successfully completed Students failed to commit and successfully complete the program
Math	Economically Disadvantaged	Small group instruction Individualized Instruction Modeling Peer coaching PM tutorials, Educere Saturday Credit recovery	Yes Yes Yes Partial Partial NO NO	Report card Report Card Student Work Student work Student sign-in logs Student summary report Coordinator's report	Final grade >72% Final grade >72% Final grade >72% 50% with Final grade >72% 25% regularly attend 0% successfully completed Students failed to commit and successfully complete the program

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARENT ACADEMY OPEN HOUSE INTERIM PROGRESS REPORTING PUBLISHING PARTY			
Math	Students with Disabilities	PARENT ACADEMY OPEN HOUSE INTERIM PROGRESS REPORTING MATH NIGHT SCIENCE FAIR			
ELA	Homeless	PARENT ACADEMY OPEN HOUSE INTERIM PROGRESS REPORTING PUBLISHING PARTY			
Math	Homeless	PARENT ACADEMY OPEN HOUSE INTERIM PROGRESS REPORTING MATH NIGHT SCIENCE FAIR			
ELA	Economically Disadvantaged	PARENT ACADEMY OPEN HOUSE INTERIM PROGRESS REPORTING PUBLISHING PARTY			
Math	Economically	PARENT ACADEMY			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	OPEN HOUSE INTERIM PROGRESS REPORTING MATH NIGHT SCIENCE FAIR			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

__Erica Stewart_____   _____   ___June 30, 2015_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC or acceptable assessment alternatives. Study Island, Written Assessments & Projects	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement - Writing	NJ Holistic Scoring Rubric, Study Island, District Summative Writing Assessment, Portfolios,	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Academic Achievement - Mathematics	PARCC or acceptable assessment alternatives, Unit Assessments	A 10% growth in student achievement is expected in the proficiency areas (Proficient and Advanced Proficient).
Family and Community Engagement	Attendance at: Open House, P/T Conferences, Social Activities, etc.	An Open-Door Policy for parents to visit with the administrator and teachers ensure continued communication and an opportunity for parents to become involved and volunteer their services. Parents sign in at the security desk and at school activities.
Professional Development	Staff surveys Teachscape/Danielson Model SGOs	Both ongoing job-embedded professional development and specific workshops have been instrumental in providing teachers with assistance in delivering instruction. Results are measured through teacher discourse during grade level meetings, through lesson plans that include elements of the Common Core, and student scores on benchmark assessments.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	READ 180, Benchmark Assessments, Model Assessments, One on one teaching, in –house counseling.	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs.
English Language Learners	N/A	N/A
Economically Disadvantaged	Counseling, clothing drive, provide employment opportunities	
School Climate and Culture	Create new plan to address school climate and culture for 2014-2015 school year. Peer leadership and gender specific student groups, student counsel.	Current stakeholders work together to create and sustain a positive, interactive, no-fault school environment.
Leadership	Feedback, Communication with faculty, faculty and student surveys observations and evaluations	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment? **During the 2014-2015 school year, CIAO administrators, teachers, support staff, and students, met regularly and discussed issues that needed to be addressed such as: school climate, time on task, facilities and resources, empowerment, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.**

2. What process did the school use to collect and compile data for student subgroups? **The SMT analyzed the data from multiple sources. Information was collected through Genesis, student portfolios, and department data. Study Island and Unit assessment and benchmark results.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] **The collection methods for Study Island and unit assessments were statistically sound however Study Island was not used effectively. Going forward a Study Island schedule must be implemented as well as monitoring results of assessments expeditiously. Additional using Smart responder technology will provide immediate feedback.**

4. What did the data analysis reveal regarding classroom instruction? **The data revealed the inconsistencies between what was taught and what students actually learned. It also revealed that all academic initiatives must be driven by data.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **Professional development is needed to improve school wide planning and instruction as well as creating effective questioning and discussion techniques.**

6. How does the school identify educationally at-risk students in a timely manner? **At-risk students are identified through a variety of methods early in the school year. Newly enrolled students who enter after the start of the school year are given an assessment of skills to determine placement. Staff review student standardized test data, classroom behavior and assessments upon enrollment.**

7. How does the school provide effective interventions to educationally at-risk students? **Newly enrolled students are given an assessment of skills . Students are given many opportunities for one-on-one assistance in ELA and Math class and our staff is given a list of strategies for every student in order to ensure that modifications are met. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations. We also provide socio-emotional counseling to support the academic process.**

8. How does the school address the needs of migrant students? **N/A**

9. How does the school address the needs of homeless students? **The school partners with social service agencies that help provide the resources that our students need. We develop flexible learning plans and install flexible learning periods for students who experience temporary or long term displacement.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **After providing the assessment results, articulation occurred during common planning time, staff meeting and SMT Meetings. Teachers were charged with determining cross curricular teaching strategies that would improve the instructional program for their particular students.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? **We help students transition by setting goals for social and emotional growth as well as improvement in GPA, attendance, and on standardized assessments. We build in assessment of progress and revise the action plan when needed.**

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan? **Teachers were surveyed and asked about some of the academic/ instructional concerns that would need to be implemented in order to move CIAO forward. School goals were developed based on information obtained directly from walkthroughs and observations.**

*Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	21st Century Learning	Climate and Culture
Describe the priority problem using at least two data sources		
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards. Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies. Students have a high level of social, economic and emotional issues that have to be dealt with prior to participating in instruction. The majority of our student population has a history of chronic absenteeism.	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards. Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies. Students have a high level of social, economic and emotional issues that have to be dealt with prior to participating in instruction. The majority of our student population has a history of chronic absenteeism.
Subgroups or populations addressed	Economically Disadvantaged Students with Disabilities Homeless	Economically Disadvantaged Students with Disabilities Homeless
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA and Mathematics
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State		

Standards?		

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Community Engagement	
Describe the priority problem using at least two data sources		
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards. Writing must be infused across the curriculum and all genres must be practiced regularly. All content teachers need further professional development in content, as well as comprehension strategies. Students have a high level of social, economic and emotional issues that have to be dealt with prior to participating in instruction. The majority of our student population has a history of chronic absenteeism.	
Subgroups or populations addressed	Economically Disadvantaged Homeless Students with Disabilities	
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	
Name of scientifically research based intervention to address		

priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				***ESEA §1114(b)(I)(B)* strengthen the core academic program in the school;**	
ELA	Students with Disabilities	Blended Day Actual and Virtual Learning experiences	Instructional Staff, Case manager, Guidance Counselor, Principal		
Math	Students with Disabilities	Blended Day Actual and Virtual Learning experiences	Instructional Staff, Case manager, Guidance Counselor, Principal		
ELA	Homeless	Blended Day Actual and Virtual Learning experiences			
Math	Homeless	Blended Day Actual and Virtual Learning experiences			
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	FIFTH BLOCK	Instructional Staff, Guidance Counselor, Principal IT	Improved performance >72%	Immediate and sustained intervention for academic recovery
Math	Students with Disabilities	FIFTH BLOCK	Instructional Staff, Guidance Counselor, Principal IT		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	FIFTH BLOCK	Instructional Staff, Guidance Counselor, Principal IT		
Math	Homeless	FIFTH BLOCK	Instructional Staff, Guidance Counselor, Principal IT		
ELA	Economically Disadvantaged	FIFTH BLOCK	Instructional Staff, Guidance Counselor, Principal IT		
Math	Economically Disadvantaged	FIFTH BLOCK			
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Improve teacher practice and student learning. Use data to inform instruction	Teacher Principal Case Manager	Formative, authentic, portfolio, and summative assessments. Lesson plans	
Math	Students with Disabilities	Improve teacher practice and student learning. Use data to inform instruction	Teacher Principal Case Manager	Formative, authentic, portfolio, and summative assessments. Lesson plans	
ELA	Homeless	Improve teacher practice and student learning. Use data to inform instruction	Teacher Principal SW	Formative, authentic, portfolio, and summative assessments. Lesson plans	
Math	Homeless	Improve teacher practice and student learning. Use data to inform instruction	Teacher Principal SW	Formative, authentic, portfolio, and summative assessments. Lesson plans	
ELA	Economically Disadvantaged	Improve teacher practice and student learning. Use data to inform	Teacher Principal	Formative, authentic, portfolio, and summative assessments.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		instruction		Lesson plans	
Math	Economically Disadvantaged	Improve teacher practice and student learning. Use data to inform instruction	Teacher Principal	Formative, authentic, portfolio, and summative assessments. Lesson plans	

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program. **N/A**

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Open House Student Advisory Board Career Day Achievement Ceremonies Parent Conferences Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource	All Stakeholders	Increases in parental involvement and student achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Math	Students with Disabilities	Open House Student Advisory Board Career Day Achievement Ceremonies Parent Conferences	All Stakeholders	Increases in parental involvement and student achievement	

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource			
ELA	Homeless	Open House Student Advisory Board Career Day Achievement Ceremonies Parent Conferences Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource	All Stakeholders	Increases in parental involvement and student achievement	
Math	Homeless	Open House Student Advisory Board Career Day Achievement Ceremonies	All Stakeholders	Increases in parental involvement and student achievement	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Parent Conferences Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource			
ELA	Economically Disadvantaged	Open House Student Advisory Board Career Day Achievement Ceremonies Parent Conferences Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource	All Stakeholders	Increases in parental involvement and student achievement	
Math	Economically Disadvantaged	Open House Student Advisory Board Career Day Achievement	All Stakeholders	Increases in parental involvement and student achievement	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Ceremonies Parent Conferences Science Fair Robotics Publishing Parties Writer's Festival Public Speaking Parent Resource			

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan.**

2. How will the school engage parents in the development of the written parent involvement policy? **Survey parents on what should parent involvement state. We will also include a parent representative on the SMT.**

3. How will the school distribute its written parent involvement policy? **It will be distributed on the first day of school with the handbook and code of conduct. It is also published on the school website.**

4. How will the school engage parents in the development of the school-parent compact? **Parents will discuss the role of each identified stakeholder.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is distributed the first day of school with emergency cards, lunch applications forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parents who do not return them.**

6. How will the school report its student achievement data to families and the community? **Back to School Night; Parent/Teacher Conferences; School Newsletter sent out monthly; school website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; District Website; School and District phone blasts.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **A letter is sent home to notify parents when the district has not met their AMAO. However, the district has met its AMAO for the past three years; therefore, this notification has not been requires of the district.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **CIAO sends home quarterly newsletters regarding student outcomes.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **A parent representative will serve on the School management team.**

10. How will the school inform families about the academic achievement of their child/children?   Individual Student data is reported to parents via the child and at parent conferences. **Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress**.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Workshops with guests, parents & students on current health issues (asthma, high blood pressure, diabetics) ; Saturday workshops with breakfast and have experts, physicians, nurses etc. conduct different prevention and intervention strategies; Cooking healthy (class for parents). Demonstrations on meal preparation, with inexpensive strategies on preparing healthy foods. We will purchase food and parents' can take home, and make a cookbook at the end of sessions.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	9 100%	Professional Development, Mentoring, Coaching, Training, Salary Guide Levels for intermediate advancement, competitive benefits package.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	0	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Partnerships with colleges and universities, Job Fairs with immediate hire letters, fellowship opportunities, and specialized training.	**District Administration, Human Resources, Principals, Supervisors, and Coaches. v**